

THE EFFECTIVENESS OF USING JAKARTA POST ARTICLE TO IMPROVE STUDENTS' READING ACHIEVEMENT

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Abstract

Tujuan penelitian untuk mengetahui apakah artikel *Jakarta Post* secara signifikan meningkatkan hasil baca siswa di kelas 2 sekolah menengah atas negeri. Desain penelitian menggunakan metode penelitian semu. Metode penelitian ini ditangani dengan hanya satu grup, kelas penelitian. Populasinya dua kelas yang dipilih secara acak sebagai kelas sebuah penelitian dan sebuah kelas percobaan di kelas 2. Hasil menunjukkan jumlah nilai pretest 943 meningkat 1238, dan pencapaian rata-rata dari 47.15 sampai 75.05. ini membuktikan bahwa perolehan siswa meningkat secara signifikan ($p < 0,05$ $r = 0,000$).

The aim of this research was to investigate whether *Jakarta Post* article significantly improves students' reading achievements in the second grade of state senior high school. The research design used quasi experimental method. This experimental method dealt with only one group, the experimental class. The populations were two classes chosen randomly as an experimental class and as a try out class in the second year. The result showed the total score of pretest 943 increase to 1238, and the mean gain from 47.15 to 75.05. It proved that the students' achievements increase significantly ($p < 0,05$ $r = 0,000$).

Key words: *Jakarta Post* article, reading achievement, reading aspect.

INTRODUCTION

Dealing of it, Cline et.al (2006: 2), states that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. Further, Cline et.al (2006: 2) in their second definition states that reading is the process of deriving meaning from the text. For the majority of readers, this process involves decoding written text. Some individuals require adaptation such as Braille or auditorization to support the decoding process. Understanding is determined by the purposes for reading, the context, the nature of the text, and the reader's strategies and knowledge.

In the basic course outline (BCO) of the 1994 English curriculum of SMU (Depdikbud, 1994: 6), it is stated that one of the objectives of teaching reading is that the students are able to find out the general ideas of the context. This objective is basically the same as comprehension of the reading texts. More over, there is an explanation stated on the guideline of School Based Curriculum, KTSP (Depdiknas, 2006: 297). The objectives of teaching reading for second grade of Senior High School (SMA) are: (1) the students are be able to identify main idea of whole texts or in each paragraph of reading texts, (2) the students are able to identify vocabularies of reading texts, and (3) the students are able to identify some specific information of reading texts.

The curriculum states that SMA students should be able to use the language in informational level. This means that the students are expected to be able to access

knowledge and information to build knowledge by their reading skill and reading materials, which dominate other teaching materials in almost english text books. Therefore, reading skill should be paid more attention to achieve the level.

One of the basic competences in reading skill which should be achieved by the third year students of SMA Negeri 1 Kotagajah is that the student must be able to response to the meaning and the rhetoric steps in simple essay accurately, fluently and acceptable in the context of daily life and to access knowledge in the form of narrative, descriptive, and news item texts. It means the students have to be able to find out the general ideas and specific information of the text.

Unfortunately, It was found the problem in second grade of SMAN 1 Kotagajah that some of the students were not able to determine main idea, find supporting detail, understand vocabulary, find inference meaning, and find reference as the target of the curriculum. A few of the students in the class were hard to understand the text cause of the limitation vocabulary. It is caused that most of the students did not bring the dictionary while learning. The students also lacked the background of knowledge that texts students learn in the class.

Therefore, from the background above intended to apply the using of *Jakarta Post* article in teaching news item the second grade of SMAN 1 Kotagajah.

METHODS

In conducting the research, the researcher used quasi experimental method. This experimental method dealt with only one group, the experimental class. The experimental class was the class which gets treatments through Jakarta-Post

article that was presented by the researcher. The class received pre test, treatments which were done three times, and post test. The result of pre test and post test were compared to know the significant.

The design is presented as follows:

G : T1 X T2
G : Experimental class
T1 : Pre-test
T2 : Post-test
X : Treatment

(Hatch and Farhady, 1982:20)

The population of this research is four classes of the students in the second grade students of SMAN 1 Kotagajah. Because it is impossible to use the whole class as the experimental class, therefore the researcher chose one class as the experimental class. The selection of the research sample used simple random sampling. After using dice to determine the research population, the researcher gets XI IPS 1 as the experimental class and XI IPS 2 class as the tryout class.

The technique was employed to collect the data of this study; these include administering pretest and posttest. Through these techniques, necessary information about the use of *Jakarta Post* Article is expected to be obtained. To know the validity, reliability, discrimination power and difficulty level, the researcher used try out test.

In analyzing the data used four steps. (1) Scoring students' result on the test, the researcher use "Arikunto's formula". The highest score would be 100. Scoring the pre test and post test (Arikunto, 2007). Tabulating the result of the test and finding the mean of pre test and the post test, (Hatch and Farhady, 1982:55). Drawing

conclusion from the tabulated results of the test given, that is by comparing the mean the pre test and the post test. After getting the means, pre test, and post test, the data are analyzed by using Mathed T-Test to get the significant of the treatment effects.

Try out test was used to remove the bad items based on their level of difficulty (LD) and discrimination power (DP) and also to find the reliability and validity of the test.

According to Arikunto (1993:209), the test items are good if they are not too easy and not too difficult or in other words, the difficult level is average. The students are divided into two groups that are the upper and the lower group. The criteria are as follow: <0.30 means difficult, $0.30 - 0.70$ means average, and >0.70 mean easy, (Shohamy, 1985:79). Discrimination power is the ability of the item to differentiate between the students who have high ability and those who have low ability (Shohamy, 1985:79). The criteria were as follow: $0.00 - 0.2$ was poor, $0.21 - 0.40$ was satisfactory, $0.41 - 0.70$ was good, and $0.71 - 1.00$ was excellent. Negative was bad items (must be omitted), (Heaton, 1975:182).

A test is considered valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, (1982:250). Heaton (1988:159) also states that validity of the test is the extent to which it measures what it is supposed to measure. A test must aim to provide true measure of the particular skill which it is measure.

Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score are (Hatch and Farhady, 1982:244).

The test is determined by using Pearson Product Moment which measured the correlation coefficient of the reliability between odd and even number (reliability of half test)

The normality test is a test that is used to know whether the data is in normal distributed or not. It is counted by using SPSS. After knowing the data is normal distributed or not, it can be continue by determining the testing procedure whether parametric or non parametric. To run normality test, the steps are as follows:

Entering the data → analyze → Descriptive Statistics → Explore.

To see the normality, it can be seen in three ways; variants coefficient, Skewness ratio, and Kurtosis Ratio.

RESULT AND DISCUSSION

Result

The pretest was administered to measure the students' reading achievement before the treatment was given. The test was conducted in 80 minutes. The number of the test was 30 with four alternative answers for each (A, B, C, D). The total score of all students was 943; the highest score was 60 and the lowest score was 30. The mean score was 47.15, the median score was 50 and the mode score was 53. There were 4 students who got 53. The researcher also observed students' score for each aspect in reading. The detail of observation had purpose to see the students' increasing for each aspect. After being counted, determining main idea that could be answered correctly by the students was 76 items from the total of 160. Whereas for finding supporting detail, there was 67 items that could be answered correctly

from the total of 140, for finding inference meaning, there was 46 items that could be answered correctly from the total of 100. In understanding vocabulary aspect was 38 items that could be answered correctly from the total of 80. The last for finding reference aspect, there was 58 items that could be answered correctly from the total of 120. The researcher multiplied the items of the test (30) with 20 (total number of students).

The posttest was administered to find out whether there was a significant difference of students' achievement in reading after being given treatments through Jakarta Post article. The number of items in the test was 30 with the four alternatives answers for each (A, B, C, D). The total score of the students was 1238; the highest score was 83 and the lowest was 36. The mean score was 61.9, the median score was 66 and the mode score was 66. There were three students who got 66. After being counted, determining main idea that could be answered correctly by the students was 121 items from the total of 160. Whereas for finding supporting detail, there was 105 items that could be answered correctly from the total of 140, for finding inference meaning, there was 77 items that could be answered correctly from the total of 100. In understanding vocabulary aspect was 60 items that could be answered correctly from the total of 80. The last for finding reference aspect, there was 89 items that could be answered correctly from the total of 120.

The result of pretest and posttest in the experimental class implied that Jakarta Post article had increased students' reading achievement. This could be observed from the mean score of the pretest in experimental class 47.15 up to 75.05. The

normality test was counted by using SPSS 20. This data still meant nothing, to see the normality, it could be seen in three ways: Variants coefficient, Skewness ratio, and Kurtosis Ratio. Variants Coefficient for Pretest was 28.954 % and for Posttest was 28.948 %. Skewness Ratio for Pretest was - 0.38% and for posttest was 0.65%. And the last, Kurtosis Coefficient for Pretest was -1.37 % and for Posttest was -1.09 %.

The last step was hypothesis test. It was to prove whether the hypothesis proposed by the researcher was accepted or not. Paired samples statistics showed us the summary of the average score and standard deviation from two comparisons (pre-test and post test). Before using Jakarta Post article, the mean score was 47.15 but after using Jakarta Post article, the mean score was 75.05. The principle of taking decision:

- Ho : There is no significant improvement in students' reading achievement before and after being taught by using Jakarta post article.
- H₁ : There is any significant improvement in students' reading achievement before and after being taught by using Jakarta post article.
- If the significance > 0.05, Ho is accepted, but if the significance < 0.05, Ho is refused.

From the output, it could be seen that Sig 2 (tailed) = 0.000. It meant that the significance was less than 0.05 so, Ho is rejected. It means that the teaching and learning process before and after using the Jakarta Post article is not identical, or it can be said that the using of Jakarta Post article in teaching and learning process is effective enough to increase students' reading achievement.

Discussion

The first day of the treatments, the researcher gave the example of the text and tried to explain five aspects of the reading skill, which was contain in the text. During the treatments, the researcher asked the students to make a group, which consisted of four students. Each of group discussed different aspects of reading and after that they should presented the result of their discussion in front of class. The groups in this research named with the group one until five. The researcher gives the text to the students to discuss. The group one discussed aspect of determining main idea, the group two discussed the finding supporting detail, the group three discussed finding inference meaning, the group four discussed the understanding vocabulary, and the group five discussed the finding reference. All of the students in each group doing it with enthusiasm. The students were asking each other. The researcher went around to each group to control the students' work. After finishing it, the researcher asked each group and presented their result of their task. In the presentation section, the students explained their result clearly and truly.

The second day of the treatment, the researcher asked the task that had done in the first day and try to opened the students mind about the aspects of reading skill. After talking about the last subject, the researcher gave the new text to the students and had them to discusses it again. In this session, the students came to the same group as the first treatment but discussed different aspect of reading. The students in the group one where discussed aspect of finding reference, the group two discussed understanding vocabulary, the group thee discussed the finding

inference meaning, the group four discussed finding supporting details, and group five discussed determining main idea. Group one who discussed about the finding reference were really enthusiasm whit this. They correlated each word of pronouns to the sentences before getting the word focused in it. For example was” *Speaking to Journalists, Diva said she was glad that she had been able to win the competition, which she said had been very tight.* Her word which refers to Diva.

In the third treatment, the researcher tried to remember the discussion at the second treatment. Then the researcher gave the students new text and asked them to discuss in their group which each group discussed different aspect of reading skill. The students were enthusiasm in doing it. The students change their mind each other to get the aspect of reading in their group. After the time to discussion over, each group came to the front to present the task. All groups could get the aspect and explain it clearly.

The aspect of reading that was though to the students could be received. It was shown by the enthusiasm of the students in doing the task. Most of them change their mind each other to get the aspect of reading. They were active in reading the text which contains the new information.

In fact, the number of questions that could be answered correctly by the students was increase. In the other word, the mean result of posttest of the students was increase if it was compared with pretest. This meant that there were something they had got from the treatment, so they could get higher score. Therefore, it could

be seen that the students who were taught by using Jakarta Post article could achieve higher score than those who were not. There is a significant difference of students' achievement in their reading mastery before and after being taught by using Jakarta Post article. This statement was supported by the fact that the score of the posttest was higher than the pretest. It meant that the students could increase their own reading achievement after being taught by using this media. Moreover, the incumbent teacher of the school said that the students tend to be more active in teaching and learning process than usual. It could be happened because Jakarta Post article made learning and teaching process became interesting and enjoyable so that the objective of teaching reading could be achieved. Reading skill means students' reading texts they encounter in their daily lives properly and fluently by using right methods (Özbay, 2006: 5). It means that reading skill is the aptitude that people have in finding the meaning or the purpose the text they read without interruption. The process of brain and mental in inferring the text by the manner people have.

Based on the analysis of the data and the testing of hypothesis, the result of the calculation found that H_0 is rejected and the alternative objective (H_a) was accepted. From the analysis above, it was known that the students who had used Jakarta Post article in studying reading got better result than the students who did not get it.

Therefore, in this research, the researcher would like to say that the using of Jakarta Post article is a good media in learning English, especially for reading.

Therefore it could be said that the using of Jakarta Post article could significantly improve students' achievement in reading.

CONCLUSION AND SUGGESTION

Conclusion

After finishing the using of Jakarta Post article in reading in SMAN 1 Kotagajah, it can be concluded that the students' reading achievement increased. To be more specific, the increase can be seen from the increase of the students in reading ability were as follow:

1. Finding main idea increased from 76 points to 121 points.
2. Finding Supporting Detail increased from 67 points to 105 points.
3. Finding Inference meaning increased from 46 to 77 points.
4. Finding vocabulary from 38 to 60 points.
5. Reference increased from 58 to 89 points.

It also can be seen from increase score based on the pretest to posttest. In the pretest, the students get average score 47.15 and 75.5 in the posttest. So, the increase is 27.90 and the significant less than 0.05. It showed that the using of Jakarta Post article is effective and it can significantly improve students' reading achievement.

Suggestion

In reference to the conclusion above, the researcher proposes some suggestion as follows:

1. Suggestion to the Teacher
 - a. From the result, the score of the students are not really satisfying.
Therefore, the teacher can still improve the students' reading

achievement. The teacher should help the students increase their score by giving more explanation.

- b. The teacher should find the media that can more interest the students to learn English

2. Suggestion to the Other Researchers

- a. In this research, the treatments were done three meetings. Other researchers can spend more time in giving the treatments to the students so that they can get enough exercise.

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